DOCUMENT RESUME

ED 230 748 CE 036 181

AUTHOR Childers, John H., Jr.
TITLE Highlighting Self and Career Awareness through Value-Related Activities: Booklet II. Vocational Career Orientation Self Development Unit.
INSTITUTION Arkansas Univ., Fayetteville.
SPONS AGENCY Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE 83
NOTE 36p.; For related documents, see CE 036 179-182.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Planning; Classroom Techniques; Guidelines; Junior High Schools; Learning Activities; Program Implementation; *Self Actualization; *Self Concept; *Self Evaluation (Individuals); *Values; *Values Clarification; Workbooks

ABSTRACT

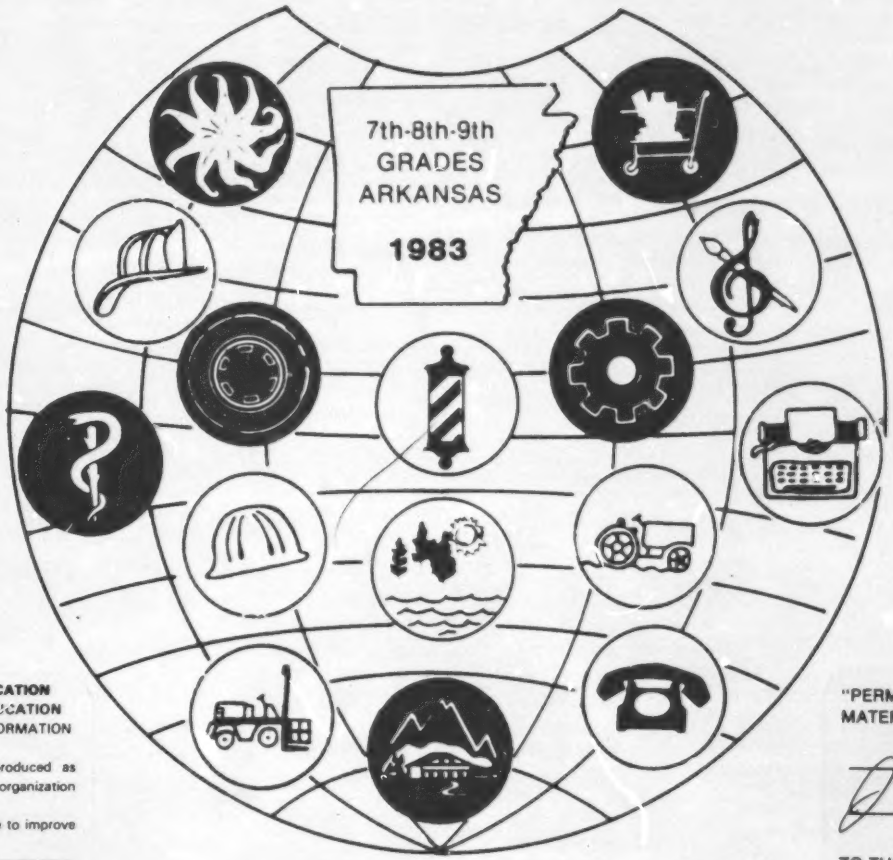
This workbook on highlighting self and career awareness through value-related activities, the second in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. The introductory section outlines the goals of the workbook, its structure, and the nature of the activities included in it. Provided next are a series of activities having the following titles: 20 Things You Like to Do, What I Value in Life, The Auction Activity, A Personal Coat of Arms, Exploring Interests, Similarities and Differences Among People, We All Have Strengths, Personal Characteristics and Work, and Knowing Your Basic Skills and Abilities. Each activity contains some or all of the following: a statement of purpose, a text that teachers may either read or paraphrase to implement the activity, additional optional activities, and additional follow-up activities. A workbook evaluation form concludes the guide. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

VOCATIONAL CAREER ORIENTATION

SELF DEVELOPMENT UNIT

ED230748



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J D Nichols

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Highlighting Self and Career Awareness Through Value-Related Activities: Booklet II

John H. Childers, Jr., Ed.D.

Co-Project Directors
John H. Childers, Jr., Ed.D.
John A. Rolloff, Ph.D.
University of Arkansas
Fayetteville, Arkansas 72701

State of Arkansas
Arkansas Vocational and
Technical Education,
A Divison of the
Department of Education
Little Rock, Arkansas 72701

CE036181

TABLE OF CONTENTS

PREFACE 1

ACKNOWLEDGEMENTS. ii

INTRODUCTION. 1

20 THINGS YOU LIKE TO DO. 2

WHAT DO I VALUE IN LIFE?. 3

THE AUCTION ACTIVITY. 7

PERSONAL COAT OF ARMS 12

EXPLORING INTERESTS 14

SIMILARITIES AND DIFFERENCES AMONG PEOPLE 16

WE ALL HAVE STRENGTHS 21

PERSONAL CHARACTERISTICS AND WORK 24

KNOWING YOUR BASIC SKILLS AND ABILITIES 27

EVALUATION FORM 31

PREFACE

There is an expressed need at the junior high school level for materials which enhance the teaching of self development concepts as they relate to career education. Because of this need, three activity based learning booklets were developed specifically for students in grades 7, 8, and 9 through Arkansas Vocational and Technical Education, a Division of the Department of Education.

The three booklets, Life Planning Workshop: Booklet I, Highlighting Self and Career Awareness Through Value-Related Activities: Booklet II, and Career Decision-Making Workshop: Booklet III, were developed as the self development instructional unit of the Arkansas Guidebook for Career Orientation. It is recommended that teachers introduce Booklet I first, followed by Booklet II and Booklet III. We hope that teachers will find these materials useful and involving for their students.

John H. Childers, Jr., Ed.D. and John A. Rolloff, Ph.D.
Co-Project Directors
University of Arkansas
Fayetteville, AR 72701

Funded under the Provisions of
P.L. 94-482, Sections 131-133

ACKNOWLEDGEMENTS

From the beginning and throughout the completion of this project, many individuals contributed greatly to provide a coordinated effort. This project was first of all made possible through the direction and support of Mr. Oswald Weise, Jr., Supervisor, Career Orientation, and Arkansas Vocational and Technical Education, a Division of the Department of Education, to whom we are very grateful. In the early stages of this project, the direction and encouragement provided by Mr. Don Harlan, Supervisor, Exemplary Programs was particularly helpful and very much appreciated. The cooperation throughout the project by Dr. Dean Clayton, Coordinator of Vocational Education, University of Arkansas, Fayetteville, was also greatly appreciated. Initial field testing by dedicated teachers: Carol Bailey, Robert Beard, Robin Bookout, Annie Carr, Fredericka Hammett, Cassie Hatch, Jacqualana Jackson, Lewis Kennerly, Betty Middleton, Geraldine Thomas, and Dale Wooldridge helped make the booklets usable for career orientation teachers.

We also want to thank Dr. Robert J. Nejedlo, Director, Student Development Center, Northern Illinois University and Dr. Robert L. Smitty, Professor of Student Personnel and Guidance, East Texas State University for granting us permission to use their materials. Appreciation and due credit is given for permission to utilize and modify their formats. The following people contributed to this project in the role of consultant or typist: Ron Freeman, Michael Petrasek, Marie Woodard, Shirley Marietta, and Lorene Yarbro. We sincerely appreciate their efforts.

INTRODUCTION

This booklet was developed with the purpose of assisting students to become more aware of the values in their lives and consequently more conscious of their capability to direct their energies in ways that will make their personal lives more meaningful. Various value-related activities are described and instructions for their use are provided. The activities described herein are designed for small group participation and require approximately four hours to complete. The leader may elect to choose some activities and eliminate others.

Students should be given the choice of participating or electing not to participate in these activities. A student may elect to participate in all of these activities, none of these activities, or some of these activities.

20 THINGS YOU LIKE TO DO

Purpose

EVERYTHING WE DO IS BASED ON VALUES. HOWEVER, VERY OFTEN WE ACT WITHOUT REALIZING HOW OUR VALUES INFLUENCE OUR ACTIONS. THE FOLLOWING EXERCISE IS DESIGNED TO HELP YOU EXAMINE YOUR MOST CHERISHED VALUES. ITS PURPOSE IS TO AID YOU IN BECOMING MORE CONSCIOUS OF THE VALUES THAT UNDERLIE THE THINGS YOU LIKE TO DO.

Procedure

Pass out sheets of paper and ask each individual to list 20 things that he or she likes to do. As an aid to students, the leader might suggest they think in terms of seasons of the year and list any activity, big or little, that he or she enjoys doing. Toward the end of the allotted time (about 10 minutes), the leader may mention that it is alright to have less or more than 20 items.

When the list is completed, ask each student to do the following with his or her list (allow about 1-3 minutes for each activity);

(1) Select the 5 most important things on your list. Rank them from 1 to 5. Number 1 being your most important item and number 5 being your least important.

(2) Beside the items you prefer to do alone, place the letter A, and beside the items you prefer to do with other people, place the letters AP.

(3) Place the letters PL beside those activities requiring planning.

(4) Place the letter R before those items that require some physical, emotional, or intellectual risk.

(5) Place the code N3 next to those items which you would not have listed three years ago.

At the completion of these activities, ask the students to share their lists in a small group. Allow ample time for everyone in the group to share his or her list.

Note to facilitator: Before moving on to the next activity, it may be helpful to summarize this one from a group perspective; that is, discuss the amount of similarity and/or dissimilarity among the things that are important to members of the small group.

WHAT DO I VALUE IN LIFE?

Leader's Instructions

(1) Read the directions listed on the top of the worksheet to members of the group. Allow them approximately 5-10 minutes to complete the ranking of the items.

(2) When they have finished ranking the items, ask the members to discuss their responses within their small group.

(3) There are two ways to discuss this worksheet---the choice depending on how much time you want to take with this exercise, and how thoroughly you want to discuss the items.

a. The first approach is more thorough and will take more time. Ask the members of the group to discuss each item consecutively with each person indicating the importance he or she gave to the item, whether or not it was included in either the five highest or lowest ranked values, and if it was, which of the five it was ranked.

b. The second approach, which does not take as long, is to ask the group to discuss only the values in the highest and lowest rankings and the rank order given to each value.

WHAT DO I VALUE IN LIFE?

Directions

READ THROUGH THE ENTIRE LIST. THIS IS NOT A SEMANTICS EXERCISE, SO FEEL FREE TO CROSS OUT THE DESCRIPTIVE WORDS IN PARENTHESES THAT HAVE NO MEANING TO YOU. INSERT OTHERS IF YOU WISH.

CIRCLE EACH ITEM'S LEVEL OF IMPORTANCE TO YOU.

AFTER COMPLETING THE ABOVE, PICK OUT AND LIST IN THE SPACES PROVIDED THE FIVE ITEMS THAT ARE MOST IMPORTANT TO YOU, AND THE FIVE ITEMS THAT ARE LEAST IMPORTANT TO YOU.

ACHIEVEMENT (accomplishment; results brought about by resolve, persistence, or endeavor)

Not very important Important Very Important

AESTHETIC (the appreciation and enjoyment of beauty for beauty's sake, in the arts and in nature)

Not very important Important Very Important

ALTRUISM (regard for or devotion to the interest of others; service to others)

Not very important Important Very Important

AUTONOMY (the ability to be a self-determining individual; personal freedom, making own choices)

Not very important Important Very Important

CREATIVE (the creating of new ideas and designs; being innovative)

Not very important Important Very Important

EMOTIONAL WELL-BEING (peace of mind, inner security; ability to recognize and handle inner conflicts)

Not very important Important Very Important

HEALTH (the condition of being sound in body)

Not very important Important Very important

HONESTY (being frank and genuinely yourself with everyone)

Not very important Important Very important

JUSTICE (treating others fairly or impartially; conforming to truth, fact or reason)

Not very important Important Very important

KNOWLEDGE (seeking truth, information, or principles for the satisfaction of curiosity)

Not very important Important Very important

LOVE (warmth, caring; unselfish devotion that freely accepts another in loyalty and seeks his good)

Not very important Important Very important

LOYALTY (maintaining allegiance to a person, group, or institution)

Not very important Important Very important

MORALITY (believing and keeping ethical standards; personal honor, integrity)

Not very important Important Very important

PHYSICAL APPEARANCE (concern for one's attractiveness; being neat, clean, well-groomed)

Not very important Important Very important

PLEASURE (satisfaction, gratification, fun, joy)

Not very important Important Very important

POWER (possession of control, authority, or influence over others)

Not very important Important Very important

RECOGNITION (being important, well-liked, accepted)

Not very important Important Very Important

RELIGION (having a religious belief; being in relationship with God)

Not very important Important Very important

SKILL (being able to use one's knowledge effectively; being good at doing something important to me or to others)

Not very important Important Very important

WEALTH (having many possessions and plenty of money for the things I want)

Not very important Important Very important

WISDOM (having mature understanding, insight, good sense, and judgment)

Not bery important Important Very important

List below your top five:

_____

_____

_____

_____

_____

List below your bottom five:

_____

_____

_____

_____

_____

THE AUCTION ACTIVITY

Objectives

a. To realize several goals to strive for

b. To realize priorities in establishing goals, and the necessity of choosing

c. To understand the value inherent in the choice of these goals

d. To become aware of different valuing choices of others

e. To determine how strongly you value certain ideas

Procedure

a. Hand out Auction Activity sheet.

1. Give 4-5 minutes for the students to read the listed items.

2. Instruct the students to read the instructions if they haven't already done so.

b. Beginning the Auction

1. Each student should be aware of the idea of the game; to find out what he or she values as important.

2. $2,000 should be divided up among the various items. The money should be allocated to the most important item for each participant.

3. After each student finishes budgeting his or her $2,000, begin the bargaining/auction for each item.

The Auction Process

a. Starting with the first item, open bidding with ". . .Who wants to buy, . . .#1 Rid the World of Prejudice

b. Each student is free to change the amount he or she has budgeted by using amounts from other items included in the $2,000.

c. Item goes to the highest bidder.

d. No one is permitted to spend more than $2,000 for his/her total budget. Thus, if he or she spend $1,500 on the first item, he or she

would only have $500 left to bid on all the rest.

e. Each student checks off the items he or she won and subtracts the total of that item from his or her $2,000 or balance.

Discussion

a. Each student will discuss the items he or she purchased.

b. Discussion needs to focus on the meaning of the purchased items in terms of values they represent.

c. Allow 30-45 minutes for this activity.

THE AUCTION ACTIVITY

Instructions: Each of you has $2,000 to use to purchase the various items listed below. Take three or four minutes to examine the list. Now prepare a budget dividing the $2,000 among the various items. During the "auction" keep track of the items you have bid on or won by noting the highest amount bid for each item and whether or not you won it.

Items to Be Auctioned	Amount You Budgeted	Highest Amount You Bid	Items You Won
1. To rid the world of prejudice.			
2. To serve the sick and needy.			
3. To become a famous figure (hero, artist, astronaut, etc.)			
4. A project that will triple your income this year.			
5. A year of daily massage and the world's finest cuisine from the world's best chef.			
6. To know the meaning of life.			
7. A vaccine to make all persons incapable of graft or lying.			
8. The opportunity to set your own working conditions.			
9. To be the richest person in the world.			
10. The Presidency of the U.S.			
11. To love and be loved by someone very special to you.			

Items to be Auctioned	Amount You Budgeted	Highest Amount You Bid	Items You Won
12. A house overlooking the most beautiful view in the world, in which you may keep for one year 40 of your favorite works of art.			
13. To be considered the most attractive person in the state.			
14. To live to 100 with no illness.			
15. To know all about me and know for sure who I am.			
16. A complete center of learning with all the learning aids available.			
17. To rid the world of unfairness.			
18. To donate $1 million to your favorite charity.			
19. To be voted "Outstanding Person of the Year" and be praised in every newspaper in the world.			
20. To master the profession of your choice.			
21. A year with nothing to do but enjoy yourself, with all needs and desires automatically met.			
22. For one year to be the wisest person in the world and to make only the right decisions.			
23. To sneak "authenticity serum" into every water supply in the world.			

Items to be Auctioned	Amount You Budgeted	Highest Amount You Bid	Items You Won
24. To do your own thing, without hassling.			
25. A room full of pennies.			
26. To control the destinies of 500,000 people.			
27. To live in a world where all people give and receive love.			
28. Unlimited travel and tickets to attend any concert, play, opera, or ballet for one year.			
29. A total make-over: new hair style, all new wardrobe from the designer of your choice, two weeks at a beauty spa			
30. Membership in a great health club.			
31. Anti-hangup pill.			
32. Your own omniscient computer, for any and all facts you might need.			
33. To spend six months with the greatest religious figure of your faith, past or present.			

Notes:

PERSONAL COAT OF ARMS

Purpose

This activity is used to help students answer such questions as: "What am I doing with my life? What proportion of my life do I control, and what proportion of my life do others control? What direction is my life taking?" This activity is an enjoyable means to help the student think about these questions.

Procedure

Hand out the outline of the Coat of Arms. Tell the students you will read to them six questions. They are to draw their answer for Question 1 in space #1 on the Coat of Arms. They are to draw their answers for 2, 3, and 4 in the spaces provided on the Coat of Arms. For questions 5 and 6, they are to write in their answer. Artistic ability does not matter. What is important is what they put in their Coat of Arms. emphasize that this is their personal Coat of Arms, and that they should respond with those drawings, symbols, or designs that are meaningful to them.

(1) What do you regard as your greatest personal achievement to date?

(2) What do you regard as your family's greatest achievement?

(3) What is one thing that other people can do to make you happy?

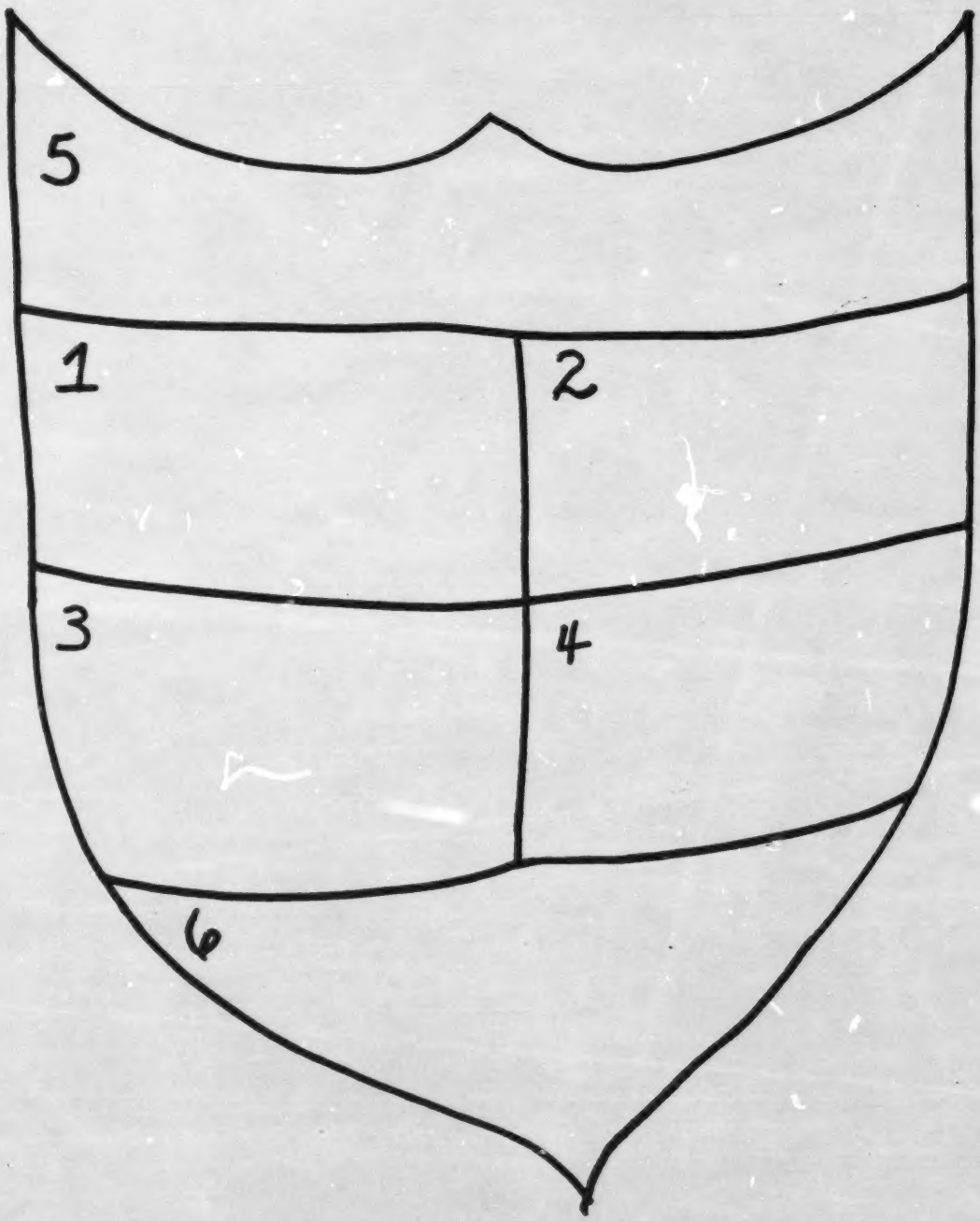
(4) What do you regard as your greatest personal failure to date?

(5) What three things would you most like to be said of you if you died today?

(6) What personal motto do you live by?

After everyone has completed, have each person share his or her Coat of Arms. Then have a group discussion of this activity.

PERSONAL COAT OF ARMS



EXPOLORING INTEREST

Purpose

this activity helps students explore interests in relation to people in selected occupational fields. After reviewing a number of workers in different occupations, students select those with whom they would prefer to talk. In a small group exercise, the degree of interest in each occupational area is expressed by students.

Procedure

WE WILL REVIEW A NUMBER OF INDIVIDUAL OCCUPATIONS, AND YOU WILL HAVE THE OPPORTUNITY TO EXPRESS YOUR INTEREST IN PEOPLE WITHIN A LIST OF OCCUPATIONS BY SELECTING SIX INDIVIDUALS THAT YOU WOULD LIKE TO INTERVIEW OR TALK WITH.** THE FOLLOWING IS A LIST OF PEOPLE WHO MIGHT LIVE IN YOUR HOME TOWN OR STATE.

YOU ARE TO LOOK OVER THE OCCUPATIONS OF THESE PEOPLE AND DECIDE FOR YOURSELF WHICH SIX PERSONS YOU WOULD REALLY LIKE TO KNOW MORE ABOUT. FIRST, READ OVER THE LIST OF PERSONS AND THEN PLACE A CHECK NEXT TO THOSE SIX PERSONS WHOM YOU FEEL YOU WOULD LIKE TO TALK WITH.

NOW THAT YOU HAVE INDIVIDUALLY SELECTED SIX PEOPLE THAT YOU WOULD LIKE TO TALK WITH, I WOULD LIKE YOU TO DO THE FOLLOWING IN YOUR GROUP:

1. SHARE YOUR SELECTION OF THE SIX INDIVIDUALS WITH OTHERS IN THE GROUP, AND STATE REASONS WHY YOU CHOSE EACH PERSON.

2. DISCUSS THE DIFFERENCES BETWEEN THE OCCUPATIONS SELECTED BY DIFFERENT INDIVIDUALS IN THE GROUP.

3. TRY TO COME TO A GROUP CONSENSUS WHERE ALL INDIVIDUALS IN YOUR GROUP AGREE ON SIX SELECTED PEOPLE FROM THE LIST WITH WHOM THEY WOULD LIKE TO INTERVIEW. DO NOT VOTE, BUT TRY TO PERSUADE OTHERS AS WELL AS UNDERSTAND REASONS FOR THE CHOICE OF OTHERS.

---

*Adapted from Hovestadt, A.J. Module One: Self Appraisal. Project developed through the Division of Occupational Research and Development, Texas Education Agency. Smith, R.L., (Project Director), Self Contained Occupational Investigation Modules, 1975.

**Teacher option: (Have students choose three individuals rather than six.)

(After allowing 15-20 minutes for group exercise, the teacher should make the following remarks.)

"YOU HAVE HAD AMPLE TIME TO TRY TO COME TO CONSENSUS. LET US THEREFORE HEAR FROM THE DIFFERENT GROUPS REGARDING THEIR CHOICE OF PEOPLE FROM THE LISTING."

(AFTER GROUPS HAVE REPORTED, USE THE FOLLOWING QUESTIONS FOR DISCUSSION.)

1. WHY WAS IT SO DIFFICULT TO COME TO A CONSENSUS?
2. WHAT STEREOTYPE DO WE HAVE ABOUT SOME OF THE OCCUPATIONS ON THE LIST?
3. DID YOU CHOOSE THE PERSON BECAUSE PEOPLE IN THE PARTICULAR OCCUPATION SEEM INTERESTING OR BECAUSE THE OCCUPATION ITSELF IS INTERESTING?
4. IF, AS A CLASS, WE COULD CHOOSE ONE PERSON FROM THE LIST, WHO WOULD YOU WANT THAT PERSON TO BE AND WHY?

"15 Occupations List"

Place a check next to six persons you feel you would like to talk with.*

____ A TV news announcer who spends time interviewing people as a news reporter for the local news station.

____ A rock musician who has written and produced musical hits. Credited with three one-million record hits.

____ A military nurse who has assisted in surgery and has traveled the world over.

____ A mayor of a shrinking city which is facing financial crisis because people are moving from the city to the suburbs.

____ A sales manager for a large Chevrolet dealer. Five sales persons work under this person's supervision and the dealership is faced with selling a large number of leftover cars from the previous model year.

____ An oil drilling rig construction worker who moves about the southwestern United States

____ A clerk in the city tax office who has been a conscientious and courteous worker for ten years.

*The selected number of six is optional.

____ A mother of five who after her children were in school decided to open up a child day care center for youngsters under six years of age.

____ An agricultural analyst who helps farmers determine what kind of chemical properties are in their soil.

____ A high school home economics education teacher who takes tremendous interest in educating students.

____ A computer specialist at the space center who is good with numbers and can logically solve problems.

____ A hair stylist who is very good at working on both men's and women's hair.

____ An advertising agency head who specializes in preparing magazine advertising for the athletic goods industry.

____ A lawyer working with a consumer affairs protection agency who is very interested in protecting local waterways from further damage by the dumping of industrial wastes.

____ A tool and die maker for an automobile manufacturing company who enjoys opportunities to see the results of his work on the new model cars each year.

Similarities and Differences Among People*

Purpose

THIS IS A BRIEF EXERCISE THAT WILL HELP YOU LEARN MORE ABOUT YOURSELF. IT ALSO WILL HELP YOU LEARN THAT OTHERS ARE MADE UP OF THINGS THAT ARE LIKE YOU AND THINGS THAT ARE NOT LIKE YOU. THIS EXERCISE EMPHASIZES THAT WE ARE LIKE OTHERS AND ALSO WE ARE DIFFERENT FROM OTHERS. KNOWING THAT WE HAVE CHARACTERISTICS SIMILAR TO OTHERS IS IMPORTANT. FOR EXAMPLE, WE CAN SEE WHAT OTHERS CAN DO OR HAVE DONE WITH SIMILAR SKILLS THAT WE HAVE. ALSO, IT IS IMPORTANT THAT WE KNOW WE ARE ALL VERY UNIQUE AND POSSESS SOME VERY UNIQUE CHARACTERISTICS. THIS IS GOOD. DIFFERENCES SHOULD BE ENCOURAGED.

---

*Adapted from Hovestadt, A.J. Module One: Self Appraisal. Project developed through the Division of Occupational Research and Development, Texas Education Agency. Smith, R.L., (Project Director), Self Contained Occupational Investigation Modules, 1975.

HOW CAN WE USE THESE DIFFERENCES OR UNIQUE CHARACTERISTICS TO HELP US IN OUR FUTURE WORK?

IN THIS ACTIVITY, WE WILL TAKE A LOOK AT OURSELVES FIRST BY COMPLETING THE ACTIVITY SHEET ENTITLED, "WHAT ARE YOU MADE OF?" (DISTRIBUTE NEXT SHEET.)

Name_____

WHAT ARE YOU MADE OF?

List five things about yourself under each of the columns.

The examples given are to help give you an idea.

YOUR BODY	YOUR TALENTS	THOUGHTS & FEELINGS	EXPERIENCES
a. I'm tall.	a. I play tennis.	a. I think a lot about school. b. I'm happy most of the time.	a. I've moved around a lot.
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

After students have completed the activity, "What Are You Made Of?," ask them to share with other members of the group their lists. Then ask the students to discuss personal characteristics that made them feel like some other group member and yet unlike others. Stress the notion that similarity and dissimilarity should in no way be implied as right or wrong. Personal characteristics are simply what we are made of. Ask students to state which of four given areas they were considering in the above discussion, i.e., your body, talents, thoughts and feelings, experiences.

Optional Activity

While students are in small groups of four or five, distribute the "Who's Like Me?" sheet. Ask students to complete this sheet and discuss results with others in the group. (See following page.)

WHO'S LIKE ME?

Your name_____

List the person most like you first. List the person least like you last. List all of the other members in the order that they are most like you. Recall the things the other members of your group shared with you just a few minutes ago. Beside each person's name, list things you considered in making your choice.

NAMES	THINGS YOU CONSIDERED
1._____	_____
2._____	_____
3._____	_____
4._____	_____
5._____	_____

We All Have Strengths*

Purpose

THE PURPOSE OF THIS ACTIVITY IS TO HELP US LEARN ABOUT OURSELVES AND THE STRENGTHS WE HAVE. Each student is to be given a large poster board and a marker or crayon. Ask each student to place his or her name at the top of the poster board. On one side of the poster board ask the students to write, "Strengths I See in Myself." Then have each student write down personal strengths. These are personal strengths you know about yourself before this activity. On the other side of the poster board ask the students to write, "Strengths Others See in Me." Ask the students to place their poster boards behind them. Each student in the group should move from poster to poster and write one strength or complimentary thing about each person on the person's poster board. Use the form on next page as an example of a Strength Sheet completed by another student.

After this has been accomplished, have groups immediately sit down and begin a brief discussion about:

1. HOW DID YOU FEEL AS YOU REALIZED PEOPLE SAW YOU LIKE YOU THOUGHT THEY WOULD OR AS THEY SAW YOU DIFFERENTLY FROM WHAT YOU THOUGHT THEY WOULD?
2. WHAT PERSONAL CHARACTERISTICS OR THINGS DID YOU LEARN ABOUT YOURSELF FROM OTHERS THAT YOU WERE NOT AWARE OF OR DID NOT KNOW ABOUT YOURSELF BEFORE THIS ACTIVITY?

---

*Adapted from Hovestadt, A.J. Module One: Self Appraisal. Project developed through the Division of Occupational Research and Development, Texas Education Agency. Smith, R.L., (Project Director), Self Contained Occupational Investigation Modules, 1975.

Follow-up Activity

List one to four strengths in your personal characteristics (Strengths I See in Myself) that you did not know about yourself before this activity. After the Strength Sheet has been completed, discuss in your groups how these strengths can be valuable today as a student and in the future when working on a job. State different occupations where it would be important to have these strengths.

Strength Sheet

Name: Jane Cooper

Strengths I See in Myself:

1. I like people.
2. I like animals.
3. I keep things neat--room, locker at school, etc.
4. I usually get good grades.

Strengths Others Have Added:

1. Jane is smart.
2. Jane has a nice smile.
3. Jane gets along well with other people.
4. Jane is dependable.
5. Jane has a good sense of humor.
6. Jane wears nice clothes.

Personal Characteristics and Work*

Purpose

THE PURPOSE OF THIS ACTIVITY IS TO LOOK AT PERSONAL CHARACTERISTICS--BOTH THE DESIRABLE ONES (ONES WE WOULD WANT) AND NEGATIVE ONES (ONES THAT WE WOULD NEED TO IMPROVE).

Procedure

Prepare ten small sheets of paper for each group. The teacher will write on the small sheets of paper ten personal characteristics--five helpful characteristics and five negative characteristics for each group to ensure good intergroup sharing later. Fold each sheet of paper. The folded paper will have either a helpful or a negative characteristic written on it.

Have students draw personal characteristics from a pile at the center of the small group circle and:

(a) if the student gets a helpful characteristic, ask him/her to discuss in the group how it can be helpful in getting and keeping a job.

(b) if the student gets a negative characteristic, ask him/her to discuss in the group how one could improve the personal characteristic.

Leader may wish to allow twenty minutes for small group sharing and after completing this, ask groups if they could now share, with the total class, what they felt were helpful characteristics for jobs and ways one could improve negative characteristics

---

*Adapted from Hovestadt, A.J. Module One: Self Appraisal. Project developed through the Division of Occupational Research and Development, Texas Education Agency. Smith, R.L., (Project Director), Self Contained Occupational Investigation Modules, 1975.

Optional Activity - Advanced

Pass out handout "My Bag - Things I Want to Keep or Improve On." ON THE SHEET OF PAPER YOU HAVE BEEN GIVEN, LIST THE FIVE MOST IMPORTANT PERSONAL QUALITIES I WISH TO KEEP AND THE FIVE PERSONAL QUALITIES I WOULD LIKE TO IMPROVE. TAKE YOUR TIME AND GIVE A LOT OF THOUGHT TO THIS. YOU MIGHT WANT TO LOOK BACK TO THE TWO PERSONAL CHARACTERISTICS WE DISCUSSED IN THE LAST SESSION. GO AHEAD AND RECORD THOSE ON YOUR SHEET.

Encourage sharing of qualities students wished to keep as well as improve. Leader should encourage students to note similarities and differences between and amoung group members. Allow about five to ten minutes. Ask students to share one personal quality they would like to improve. Encourage students to talk about what they as individuals might do to help themselves improve.

After about ten minutes, ask for volunteers among students to share their plan of self improvement with the rest of the group. State a check-up time when all students will get back together for a check-up progress report. Schedule this progress check to be approximately five days following this activity. Remember, the major goal here is to encourage awareness of personal qualities as they relate to personal satisfaction and future career success.

My Bag - Things I Want To Keep Or Improve On

List five personal qualities that you believe are most important for you to have as you complete your schooling and plan for your future career. Also list five personal qualities you think would be important to improve as you go through school and prepare for a career. Complete this chart yourself.

Five Most Important Personal Qualities I Want To Keep	Five Most Important Personal Qualities I Want To Improve
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Choose one personal quality you would like to improve and state it here. This should be one thing that you would really like to work on for at least one week.

_____

_____

_____

Knowing Your Basic Skills and Abilities

Purpose

The purpose of this activity is to increase students' awareness that there are some basic skills and abilities that affect career choice and career success.

"THERE ARE A NUMBER OF IMPORTANT SKILLS AND ABILITIES THAT AFFECT OUR CAREER PROGRESS. I HAVE LISTED SEVERAL OF THESE ON THE CHALKBOARD." (LIST THE FOLLOWING BASIC SKILLS AND ABILITIES COMMONLY FOUND IN PRESENT ACTIVITIES AND FUTURE JOBS ON THE BOARD.)

Basic Skills and Abilities Commonly Found in Present Activities and Future Jobs

1. Ability to read orders and instructions.
2. Ability to be strong enough physically to do the task.
3. Ability to ask good questions and to learn the answers.
4. Ability to take criticism.
5. Ability to creatively solve a problem in a new and different way.
6. Ability to stick with a task and finish it.
7. Ability to follow directions (verbal and written).
8. Ability to remember facts or information.
9. Ability to quickly understand verbal directions.
10. Ability to make change (money).
11. Ability to measure lengths, weights, and liquid measure.
12. Ability to be courteous to others.
13. Ability to use a telephone.
14. Ability to make decisions.

(Teacher may ask students to add other abilities and skills to this list.)

NOW THAT YOU HAVE LEARNED ABOUT A FEW ABILITIES THAT PEOPLE COMMONLY HAVE, LET US LOOK AT YOU. (DISTRIBUTE SELF ASSESSMENT ACTIVITIES SHEET.)

After students have completed the Self Assessment Activities sheet, encourage them to briefly share one ability they perceive themselves as having. Note that individuals have varying abilities and similar abilities.

Ask students to list one ability that they do not possess yet would like to gain. Ask students to jot down any means that might be at their disposal to acquire the ability.

Encourage student discussion of various academic courses that could help in acquiring the ability.

Using a list of courses from your school, ask students to identify courses that provide training to help develop abilities. You may want to list the courses offered in your school on the chalkboard. Here is an example set.

ENGLISH

MATHEMATICS - ABILITY TO MAKE CHANGE

COMMUNICATION

READING - ABILITY TO READ ORDERS AND INSTRUCTIONS

PHYSICAL EDUCATION

INDUSTRIAL ARTS/SHOP

HOME ECONOMICS

MUSIC

ART

FOREIGN LANGUAGE

SCIENCE

SOCIAL SCIENCE

Emphasis should be placed on student identification of courses which might provide training. After this discussion, you may wish to ask students if there are other people or places or means of learning than just school courses.

After some discussion, students will commonly point out that we learn from parents, friends, while at play or engaging in recreation, learning by observing others, etc.

Possible Follow-Up Activities

After completion of this session, you may wish to have a principal of the local high school, as well as a personnel manager (employer) from a local business or industry come to your group and discuss desirable abilities of students or employees in their school or factory (business).

Self Assessment Activities

List 5 of your abilities. Try to think of some outside the list.

List 5 abilities you do not have now, but would like to develop and learn.

ABILITIES I HAVE	ABILITIES I WOULD LIKE TO HAVE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

List one ability that you do not have now but would like to develop. Try to think and write down a plan that could help you get the ability.

VALUES WORKBOOK EVALUATION

Please take a few minutes to fill out this evaluation. We need your help in order to evaluate this program.

Workshop Evaluation

Rate the following statements according to this scale: (1) greatly, (2) much, (3) some, (4) little, (5) none.

( ) Activities used helped clarify values as they relate to self and career awareness.

( ) Group discussions helped clarify values as they relate to self and career awareness.

( ) The workshop overall increased my knowledge about my values.

( ) As a result of the workshop, I'll be more aware of my values in my behavior.

( ) As a result of the workshop, I want to change some of my behavior in regards to my values.

General

(1) What did you like most about the workshop?

(2) What did you like least about the workshop?

(3) What suggestions do you have for improving the workshop?